

CHAPTER I

INTRODUCTION

A. Background of the Study

English as an International language is used all over the world. People in some countries speak English as their first language and some other use it as their foreign language.

Indonesia is one of the countries where English is used as foreign language. Therefore, English is taught from elementary school level until university. Nowadays, English language is very important in our life. It is used in formal or non formal language. For example in formal such as: Office, Bank, and School.

That English has become the primary language of international communication has been known by everybody. It is the lingua franca of the world and spoken by millions of people all over the world, be as a mother tongue, a second language or as a foreign language. English has become the dominant language in many fields of activity, such as business and banking, industry and commerce, transportation, tourism, sports, international diplomacy, advertising, pop music and so on (Fauziati, 2002: 249).

The role of English in context of community (business, industry, banking and education) and society has become more significant. This should have an effect on curriculum design. Nowadays, the new paradigm

on the education is the transformation of thought about the nature of learning. The change of the educational paradigm emphasizes on the stressing of every teaching–learning process to the effort of student’s success in organizing the experience, not on their success and correctness in replicating what the teachers do (Supriyanto, *et al*, 2003: 127).

In Indonesia English is not only one of the subjects at school but also as a compulsory subject in each of the school. The Indonesian government has decided this to increase the human resource. For this, English is learned since elementary school till university. Some schools conduct this lesson since kindergarten. There are many English courses to support the students in mastering English.

To study English, there are four major skills that should be mastered, they are: listening, speaking, reading, and writing. All of them should be learnt in order to have good English skill, but nowadays, students have lack interest in learning the foreign language especially English due to the conventional way of teaching or called as instructional design. It is considered no longer effective to deliver the material to the students. In daily life, skills are used in integrated ways. When people are speaking each other, they are also listening to each other. Recently, they are also communicating by using e-mail and they combine reading and writing skills to discuss something each other here. So, it is impossible to separate skills and make them stay isolated here. Hinkel (2006:113) finds out that communication will be worthwhile if it happens in integrated

language skills, not segregated one. This means that communication does not run well if people use only one skill. It can be imagined how it feels if students are only asked to listen during the class while teacher explains the lesson whole the time. Another example is the students are only taught about reading skills in one meeting and they just read all the time without doing anything else.

Based on some cases shown above, it is clear that teaching skills in isolation will not make sense. Even, expert already found an approach related to teaching four skills that are called a whole language. This approach was established in 1980s by US educators. It is considered as approach because it has key principles about language (language as whole) and learning (writing, reading, speaking, and listening should be integrated in learning). Richards and Rodgers (2001: 108) tell that whole language instruction is a theory of language instruction that was developed to help young children learn to read, and has also been extended to middle and secondary levels and to the teaching of ESL. This approach emphasizes on learning to read and write naturally with a focus on real communication and reading and writing for pleasure.

In teaching English, teachers are obliged to choose any suitable teaching media in order to achieve the teaching objective easily, so that the students will be motivated to learn more. Teacher who area able to presents the materials easily will be their idol. In applying teaching media, the teacher should consider many aspects such as teaching material,

students' level, classroom management and many other aspects, because the use in appropriate technique could cause many difficult or the students and the teachers fail in teaching them and would also be burden for.

Most teachers today have already implemented the instructional design of teaching, especially in teaching English to help them to conduct the class effectively. Instructional design has made between the design of learning materials embedded in learning theory and the effective selection and use of technology. More recent work by Bates (2005: 55) in the area of Learning concludes that without a team of instructional design experts, facilitation of effective Learning is highly unlikely. For example, given the wide variety of Internet communication technologies and social software available (i.e., computer conferencing, podcasting, blogs, learning management systems, audio/video technologies, email, instant messaging, social bookmarking, peer-to-peer networks, non-immersive virtual reality, etc.), most academics will need to consult with instructional designers to ensure that the technologies they choose and use will teach the concepts effectively and meet their students' needs.

Broderick's (2001: 7)) description of instructional design provides a concise and encompassing articulation of the essence and practice of instructional design:

“Instructional Design is the art and science of creating an instructional environment and materials that will bring the learner from the state of not being able to accomplish certain tasks to the state of being able to accomplish those tasks. Instructional Design is based on theoretical and practical research in the areas of cognition, educational psychology, and problem solving”.

Educators in the field of instructional technology believe that Instructional design (ID) theory and micro design models have great potential to help teachers teach effectively. Knowledge of instructional design principles can help them integrate technology such as computer into their classroom instruction.

According to Richards (1990:1), goals and objectives for the program have to be developed as well as syllabuses and instructional materials. Instructional strategies have to be determined; teachers selected and trained, and tests and assessment procedures chosen. Once the program is in operation, procedures are needed to enable the program to be monitored and its effects on learners and learning evaluated. In order to plan for effective second language teaching, a comprehensive view is needed of the nature and process of language program development.

It is not until the goals, objectives, and content of a language program have been determined that decisions about methodology can be taken up in detail. The focus of this phase of program development is on the kind of instruction that will be required to achieve the goals of the program. From the perspective of curriculum development, questions of methodology do not center on the choice of a 'method.' Appropriate teaching methodology is not predetermined; it cannot be imposed on teachers and learners. Rather it evolves out of the dynamics of the teaching process itself. This does not mean, however, that effective teaching cannot be planned for and conceptualized in advance (Richards, 1990: 11).

Methodology can be characterized as the activities, tasks, and learning experiences selected by the teacher in order to achieve learning, and how these are used within the teaching/learning process. These activities are justified according to the objectives the teacher has set out to accomplish and the content he or she has set out to teach. They also relate to the philosophy of the program, to the view of language and language learning that the program embodies, and to the roles of teachers, learners, and instructional materials in the program. Since the assumptions underlying methodology are not necessarily shared by teachers, administrators, and learners, it is a useful exercise for all who are involved in a language program to clarify their assumptions about the kind of teaching and learning the program will try to exemplify. This can be done through teacher preparation activities that examine attitudes, beliefs, and practices concerning five central issues (Richards, 1990: 1):

1. the approach or philosophy underlying the program
2. the role of teachers in the program
3. the role of the learners
4. the kinds of learning activities, tasks, and experiences that will be used in the program
5. The role and design of instructional materials.

One of the technology integration with the instructional design is multimedia or media. Multimedia is the integration of text, audio, video, graphics and animation into a single medium. Instructional multimedia is the integration of various forms of media in the instructional process. It is the technology that combines print, radio, television, animation,

photographs, and other forms of illustration. Integration of different media multiplies the impact of message. The focus is on instruction and learning.

There are some general principles in using media; the first principle is that the media and the method should complete each other, they cannot stand by it. Media supports the application of one method, and the method needs a media to convey the method. This is accordance with the second principle that a certain media is more appropriate to be used in conveying a unit of lesson, a lesson may be running well, when a particular media is applied, while the same media might not be used to teach other lesson unit. In fact, not all media is appropriate, which could be used in all teaching learning process (Rahmatullah, 1998: 12).

Media for teaching is a media that can be used to help the students in their study, in order to make the teaching learning process more effective and efficient. By using media, the material is more interesting concrete and easier to understand.

One of the roles of media is to attract the student's attention and to deliver the information. There are various kinds of media, but visual are the appropriate media for young learner. According to Wright (1989) states that, in making decision to use the media, the teacher need to ask three out five basic questions: (1) is it easy for us to prepare? (2) Is it easy to organize in the classroom? (3) Is it interesting to the students? The three criteria can be applied by any teacher including teachers for beginners.

There are various kinds of visual which can be effectively used by the EFL teacher in their classroom. Teacher of young learner have to use some visual in their teaching activities to facilitate their teaching. In general, some of the visuals are: (1) still pictures, (2) reality, (3) drawing or teacher drawing, (4) chart, poster, cartoons, and (5) real objects.

Some schools have already equipped with modern media, such as radio video tape material. In this case, songs, stories, poems and dialogue are invaluable in teaching foreign language. Many kinds of supplementary material can be place in media. EFL teacher use media in their English class learning, so in SMP/SMA students will be learning the foreign language through the concept example of things found in the real world, and the advantages of using media instructional design for EFL classes:

- (1) It is arouses student's interest
- (2) It gives more opportunity for the students to use the language.
- (3) It attracts student's attention.
- (4) It adds a pleasure variety to English learning.

There are many instructional design media that used by the teachers in teaching English in the classroom. According to the interview, the teachers stated that they conduct many preparation activities such as findings different resources (textbooks, sample texts, materials), deciding on instructional methods, activities and instructional media or materials, writing objectives and goals of each lesson, then teachers wrote all those issues on their lesson plans. The

teachers also used some multimedia to support the learning activity such as video, song, story books, and audio visual story.

Previous study of related topic conducted by Alba Ortiz, *The University of Texas at Austin, 2001* which entitled 'English Language Learners with Special Needs: Effective Instructional Strategies' has founded that Students fail in school for a variety of reasons. In some cases, their academic difficulties can be directly attributed to deficiencies in the teaching and learning environment. For example, students with limited English may fail because they do not have access to effective bilingual or English as a second language (ESL) instruction. Students from lower socioeconomic backgrounds may have difficulty if instruction presumes middle-class experiences. Other students may have learning difficulties stemming from linguistic or cultural differences. These difficulties may become more serious over time if instruction is not modified to address the students' specific needs. Unless these students receive appropriate intervention, they will continue to struggle, and the gap between their achievement and that of their peers will widen over time.

Still other students need specialized instruction because of specific learning disabilities. The overrepresentation of English language learners in special education classes (Yates & Ortiz, 1998: 23) suggests that educators have difficulty distinguishing students who truly have learning disabilities from students who are failing for other reasons, such as limited English. Students learning English are disadvantaged by a scarcity of appropriate assessment instruments and a lack of personnel trained to conduct linguistically and culturally relevant educational assessments

(Valdéz & Figueroa, 1996: 66). English language learners who need special education services are further disadvantaged by the shortage of special educators who are trained to address their language- and disability-related needs simultaneously.

Improving the academic performance of students who from non-English backgrounds requires a focus on the prevention of failure and on early intervention for struggling learners. This digest presents a framework for meeting the needs of these students in general education and suggests ways to operationalize prevention and early intervention to ensure that students meet their academic potential.

Other related studies to conduct this research are also important in order to give some additional information and review of literature studies. Some of them are mention as follows; '*An Analysis of English Instructional Material in RSBI-Based SMP Negeri 1, Surabaya*' by Umu Sholihah, Post Graduates Theses of IPTIAIN 2011, '*Developing an English Instructional Material for Bridging Course Program*', an English Education Journal by Dwi Anggani Linggar Bharati, Unnes 2012, '*The Implementation of Teaching of Integrated English Skills at SMP Negeri I Jatiroto Lumajang*'. Other thesis, University of Muhammadiyah Malang by Rica Suhartini 2007, '*Promising Instructional Practices for Secondary English Language Learners (7-12)*' an International Journal of The University of the state of New York, Albany by DR Pedro Ruiz, 2012: 11.

In this research, the teaching and learning activity was conducted by male teacher, he intent of early intervention to create general education support systems for struggling learners as a way to improve academic performance and to reduce inappropriate special education referrals. Examples of early intervention include clinical teaching, peer and expert consultation, teacher assistance teams, and alternative programs such as those that offer tutorial or remedial instruction in the context of general education.

According to previous study and observation, it was known that SMP RIMBA TERUNA RANDUBLATUNG, Blora has provide technology in teaching and learning activity, especially language learning laboratory which is used to study English. The school has implemented instructional design in teaching and learning activity. The teacher also implemented the instructional design in teaching English to the students. English learning activity in this school is conducted both in the classroom and the language laboratory. The material given by the teacher has covered all the skills of English language learning; they are, listening, reading, writing, and speaking. Therefore the writer decided to conduct the study **‘INSTRUCTIONAL DESIGN FOR THE TEACHING ENGLISH AT SMP RIMBA TERUNA RANDUBLATUNG BLORA: A NATURALISTIC STUDY’**.

B. Problem Statements

What is the instructional design for the teaching of English at SMP Rimba Teruna Randublatung Blora?

Based on the research problem, the writer proposes the following research questions:

1. What are the learning objectives used by the English teachers in instructional design for the teaching of English?
2. What is the syllabus used by the english teachers in instructional design for the teaching of English?
3. What is instructional material implemented by the English teachers in instructional design for the teaching of English?
4. What is the classroom procedure and technique used by the English teachers in instructional design for the teaching of English?
5. What are the media used by the English teachers in instructional design for the teaching of English?
6. What is the evaluation model used by the English teachers in instructional design for the teaching of English?
7. How are the student's opinions toward the teaching learning process by the male or female teacher to conduct the teaching and learning activity?

C. Research Objectives

Based on the problem statements, the research objectives are arranged as follows:

1. To describe the learning objectives used by the English teachers in instructional design for the teaching of English.
2. To describe the syllabus used by the English teachers in instructional design for the teaching of English.
3. To describe instructional material implemented by the English teachers in instructional design for the teaching of English.
4. To describe the classroom procedure and technique used by the English teachers in instructional design for the teaching of English.
5. To describe the media used by the English teachers in instructional design for the teaching of English.
6. To describe the evaluation model used by the English teachers in instructional design for the teaching of English.
7. To describe the student's opinions toward the teaching learning process by the male or female teacher in conducting the teaching and learning activity.

D. Scope of the Research

In this study, the analysis is limited on the implementation of instructional design used by the teacher in teaching English. The data are taken from interview with the English teacher and the eighth grades students of SMP RIMBA TERUNA RANDUBLATUNG. The data will also be taken from the documentation, observation in the classroom and the result of the interview.

E. Benefit of the Study

This study hopefully gains the positive contribution especially in teaching English at the classroom, and the result can be used by the teacher, students, and the writer later on.

In order to clarify the benefit, the writer would like to elaborate further:

- a. Theoretically, this research is hopefully could give theoretical concerning the English teaching by implementing instructional design. The teacher or the reader can get further information and knowledge about instructional design teaching and its benefit in teaching and learning activity. It is hopes that these theories can help the teachers to identify methods of facilitating and supporting learning and indicate when and when not to use these methods. The effectiveness of a method is heavily dependent on the context in which it is applied; instructional design methods are situational and not universal.
- b. As any other research aiming and as instructional especially concerning to the teacher in applying technique through media, this research would be used to encourage the English teacher in order to deliver material by using technology of multimedia, especially to overcome the student's problem in achieving the teaching English skill and to make sure the excellent of the technology of multimedia in teaching English skill.

F. Thesis Organization

This thesis will be planning arranged as follows:

Chapter I : Introduction; covers Background of the Study, Problem Statements, Research Objectives, Scope of the Research, Benefit of the Study, and Thesis Organization.

Chapter II : Review of The Related Literature; Previous Study; Position of The Current Study; covers Definition of Teaching and Learning; and Underlying Theory.

Chapter III : Research Design and Methodology; Type of the Study, Object Of the Study, Setting of the Study, Sourcing of Data, Data, Data Collection Technique, and Data Analysis Technique.

Chapter IV : Research Findings and Discussion

Chapter V : Conclusion, Pedagogical Implication and Suggestion

Bibliography

Appendix